



Nigeria Reading and Access Research Activity (RARA)

Review of Existing Reading
Materials to Support Hausa Literacy
Instruction

June 2014

This publication was produced for review by the United States Agency for International Development Nigeria (USAID|Nigeria). It was prepared by RTI International.

Nigeria Reading and Access Research Activity (RARA)

Review of Existing Reading Materials to Support Hausa Literacy Instruction

Contract EHC-E-00-04-00004-00

EdData II Technical and Managerial Assistance, Task Number 26

Task Order Number AID-620-BC-14-00002

Activity Start/End Date: February 14, 2014, to November 13, 2015

June 2014

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List of Acronyms

DFID	United Kingdom Department for International Development
ESSPIN	Education Sector Support in Nigeria Program
NELP	National Early Literacy Panel
NRP	National Reading Panel
RARA	Reading and Access Research Activity in Nigeria
USAID	United States Agency for International Development

I. Purpose of the Review

This paper is a review of existing reading materials that support early language and literacy instruction in Nigeria, including materials that support Hausa and English instruction. The findings of the review will inform the Reading and Access Research Activity (RARA). RARA is a United States Agency for International Development- (USAID-) funded initiative to address deficiencies in Hausa reading achievement and access to basic education in Bauchi and Sokoto states in Nigeria. RARA will evaluate one approach to accelerate reading acquisition for children in Primary 2, or second grade, in traditional formal government schools. The RARA approach adapts previous instructional models from Nigeria, from similar contexts and the research literature. Furthermore, RARA will adapt or use existing reading materials.

RARA aims to use purposeful instructional materials that contribute to improved literacy outcomes. Children can learn to read via interactions with developmentally appropriate and engaging textbooks, big books, storybooks, and read alouds. Appropriateness for Primary 2 reading materials is determined by textual elements such as sentence length and font size. In addition, teachers must teach the foundational literacy skills (e.g., print concepts, phonological awareness, phonemic awareness, vocabulary, alphabetic principle, fluency, comprehension) in a systematic and explicit manner. If materials that can support Hausa literacy acquisition exist, RARA should adopt them rather than spend time creating new materials.

This review approached the existing materials to determine three different things: whether existing materials could be reused for their original purpose; what materials could be repurposed or used in a manner possibly not intended by the publishers; and how to build from previous efforts and ideas.

II. Review Process

The process of reviewing the materials was informed by literature on reading acquisition and deliberate, using templates and guiding questions on all materials to increase consistency. It was also iterative, as some materials were reviewed multiple times to consider them for other purposes or to engage other experts. The process was also collaborative, with input and experiences from the RARA technical team; from the ESSPIN Program (Education Sector Support in Nigeria), developed with the UK Department for International Development's (DFID's) UK Aid; and from a recent implementation in Niger. Each of these four characteristics of the process is further explained below.

Informed. The review process was informed by the extensive research on reading instruction in alphabetic languages. The review was guided by meta-analyses (August & Shanahan; National Early Literacy Panel (NELP), 2008; National Reading Panel (NRP), 2000) and recent experimental studies (Piper, Zuilkowski, & Mugenda, 2014) of what works, as well as an examination of what does not work (Dubeck, Okello, & Jukes, 2012). We sought information on the skills that have been shown to facilitate

reading acquisition and to prevent reading difficulties and the materials that develop those skills.

The content of the materials was evaluated for its potential to teach the foundational literacy skills (e.g., phonological awareness, alphabetic principle, vocabulary). In addition to foundational skills, The templates used to evaluate the materials were adaptable to identify other elements understood to promote beginning reading acquisition, such as font size. Katzir, Herhsko, and Halamish (2013) found that a font of 20-point aids comprehension for second grade readers; when the font size is reduced, beginning readers' comprehension of the text is diminished. Other elements understood to be good practice for beginning reading were examined, including sentence length and the relative density of text and white space on the page. It is generally considered good practice to minimize the amount of print on a page for beginning readers to help them read with less difficulty.

Deliberate. The skills and the content identified in the research formed the foundation of the templates (*Annex 1*) designed to keep the review process deliberate. The template had several benefits, the primary one of which was the consistency it provided across materials. It helped to ensure that the materials were evaluated using the same criteria. It also encouraged the reviewer(s) to be objective and not distracted. Also, the template was flexible; it provided space to add additional, unanticipated information. The review process was dynamic and flexible, but it was still framed by the same template for all materials.

Iterative. The material review process was iterative in nature. Using a process that is common in qualitative research, it included an initial analysis conducted by a reading expert who made initial interpretations. Those interpretations were informed by experience with other reading materials from similar contexts and available resources (e.g., Hausa dictionaries) to complete the review.

Initial interpretations were shared with key informants (e.g., Hausa experts) who helped to confirm or refine those findings. Thereafter, some materials were reexamined in collaboration with other analysts, often for a different instructional purpose. For instance, some stories that were initially deemed inappropriate for beginning instruction were later examined as potential teacher read alouds. Also, after an initial review determined that the existing Hausa textbooks were inadequate due to poor text-to-picture support, those same textbooks were reviewed again to determine if they might serve as sources of words that could be used in RARA-developed materials.

The materials were reviewed yet again to see how they aligned with the RARA guiding principles, which determine what is taught in the RARA program. Some of the RARA guiding principles were observed in the existing materials. For example, RARA uses a method that introduces sounds, letters, and syllables in a purposeful way so that decoding of individual words and using those words in connected text (i.e., sentences and short passages) to provide the overall lesson structure, and such a structure was found in certain materials.

The review of the English materials developed by ESSPIN was also not a single step or linear. It began from a distance, with a desk review of the content. The desk review noted relevant elements about the materials. This included examining the amount of content in the books and noting the instructions to the teacher, including the tone, the amount of wording, and the explicitness. We noted areas that gave suggestions to the teacher and how the content was suggested to be used.

Collaborative. Even though the review of the materials began from a distance, it was soon a collaborative process. The collaboration included members of the RARA technical team, ESSPIN, and representatives from Plan International. With related expertise developing or using early grade materials, the various collaborators shared their experiences and their interpretations of the existing materials.

We also collaborated with Plan International when we reviewed the Hausa materials Plan developed for a USAID-funded initiative in Niger. Our initial, internal review of the materials found inconsistencies in layout, so we inquired if the materials were final. We learned that they were not. After we received the final materials, we translated a week of lesson materials from the beginning of the school year and another from near the end. We then met with the designers and implementers of those materials so that our questions could be answered.

III. Materials Reviewed

We reviewed multiple types of materials that support early grade literacy, including various textbooks, picture books, and anthologies of folktales and stories from Nigeria. We reviewed materials that have been implemented recently in another USAID-funded initiative in Hausa in Niger. We reviewed the English materials developed by ESSPIN. The materials reviewed are listed in the annexes to this report (2, 4, 5, 7, 8, 9, 10) and described next.

Hausa textbooks. We reviewed several types of Hausa textbooks. Each book has been used in either Bauchi or Sokoto. The complete list and analysis is found in *Annex 2*. The template that was used to evaluate the books is in *Annex 1*.

Hausa picture books. We reviewed shell picture books from American University of Nigeria. Shell books provide a storyline and illustrations, and the text can be adapted as needed. The complete list and analysis is found in *Annex 8*. The template that was used to evaluate them is *Annex 6*, the same one that was used to review the anthologies.

Hausa anthologies. We reviewed anthologies of folktales twice. In the first review we considered them for the children to read. The second review was to consider them as read alouds. The complete list and analysis is found in *Annex 7*. The template that was used to evaluate them is *Annex 6*, the same one that was used to evaluate the picture books.

Hausa materials from Niger. We also reviewed the existing Hausa materials from Niger that have been recently been implemented in another USAID-funded project. This review included both a pupil book and an accompanying teachers' guide. An English translation of one of the lessons is found in *Annex 5*.

Hausa miscellaneous materials. We reviewed various Hausa materials that do not fall under the other categories. The complete list and analysis is found in *Annex 4*. These materials were related with a combination of both templates (*Annexes 1* and *6*).

ESSPIN English guides. The teachers' guides developed by ESSPIN were reviewed. They were organized in lesson content that cover five-weeks of material. We had the opportunity to view several of these teachers' guides to develop English language and literacy skills in Primary 1 through 3.

IV. Analysis and Findings

The findings of the material review showed that the materials fall along a continuum with regard to their appropriateness for beginning reading instruction in Hausa. They ranged from being appropriate for the RARA early grade context and ready to be adopted or adapted, to inappropriate for the context. Along this continuum, some materials had some noteworthy elements but, overall, were not found appropriate for early grade Hausa instruction in Bauchi and Sokoto. The findings are summarized in the annexes (2, 4, 5, 7, 8, 9, 10) and described in this section.

Hausa textbooks. Summarized comments about the existing Hausa textbooks are found in *Annex 2*. We have several major findings.

One, we noted that the content in the textbooks was organized inefficiently for for teaching the alphabetic principle and reading acquisition. An example of this inefficiency was introducing letters in alphabetic order instead of a more efficient order. We recommend an order that considers frequency, i.e., letters that are most frequent in the language and are used the most would be introduced first. The frequencies contribute to efficiency in making decodable words. We also recommend ease of production of the letter sounds as a reason to introduce a letter more quickly, as a teacher can extend her modeling of a continuant sound (e.g., the sound of m) longer than a sound that is ephemeral (e.g., the sound of letter k). We also recommend introducing letters in an order that balances the minimal pairs and appearance.

Two, we noted that several of the existing textbooks had a partially effective means to teach blending. In these books, to demonstrate how to blend, multi-syllabic words were arranged in the format of a math problem (e.g., ba + be = babe). This is partially effective because the words were related to the letters introduced in that lesson, and the lesson attempted to be explicit in showing how word parts combine to form words. However, that explicitness was reduced by the use of addition and equal signs. While the signs did illustrate what was happening, the syllable ba plus be equals babe, their use assumed that the child, who is at the very earliest stages of learning, understands math symbols and can differentiate them from letters. Certainly, teachers

could be encouraged to show this merging with explicit finger-pointing or other means, without use of the symbols.

Three, to develop fluency, we noted that the existing Hausa materials had limited connected text. Opportunities to read the words that had been learned in isolation did not exist.

Four, for vocabulary, most books showed an image to represent the individual word presented that labeled it. Furthermore, we noted that the words taught in isolation were basic Hausa words that would likely already be in a child's expressive and receptive vocabulary. These types of words are useful to help children develop a voice-to-print match, yet they are not effective for expanding a child's vocabulary knowledge, something known to contribute to comprehension.

Five, to develop comprehension, none of the books offered passages or short stories that the children could read or more complex ones that could be read by the teacher.

Sixth, for writing, the textbooks did not offer activities that would provide an application of the literacy skills in guided (i.e., classwork) or independent (i.e., homework) practice.

As summarized in *Annex 2*, none of the existing textbooks is recommended for full adoption by RARA, even though some of the design and content decisions were informative.

Hausa anthologies. The anthologies we reviewed each contained from 10 to 15 folktales and stories. Summarized comments about the Hausa anthologies are found in *Annex 7*. We used the template found in *Annex 6* in evaluating the anthologies to ensure consistency among raters. Our first review of these books quickly dismissed them as independent readers. But after we decided to include a teacher read aloud, we reexamined the anthologies for that purpose.

In a teacher read aloud, the sentence structure and the word choices can be more advanced than those in materials the children can read independently. This is particularly effective for teaching vocabulary, general knowledge, and comprehension skills. Among other elements, the stories were evaluated for appropriateness of topic and language for children in the 6 to 9 age range and story structure.

As we reviewed the titles in the anthologies, we set a goal that in order to find a work applicable for RARA, 60% of its stories should be appropriate for the RARA context. If we reached the 60% threshold, it would justify acquiring that book for RARA. As summarized in *Annex 7*, we identified anthologies that are recommended for RARA read alouds.

Hausa picture books. The picture books are beginning reader shell books. Summarized comments about each one we reviewed are found in *Annex 8*. We used the template found in *Annex 6* to evaluate the picture books and ensure consistency among raters. A beginning reader has a controlled amount of text that has decodable words and/or a low type-token ratio, meaning that words and sentence structure are repeated to develop word recognition skills that lead to increased fluency.

As summarized in *Annex 8*, we identified picture books that are recommended for RARA read alouds.

Hausa materials from Niger. We analyzed the pupil book and teachers' guide that have been recently implemented in Niger. The materials were reviewed from two perspectives. One, we examined the Hausa used in Niger to understand the extent of difference in dialect between that and Nigerian Hausa. But our primary examination was to determine how the materials aligned with the RARA guiding principles and what could be used.

We noted that that the Niger materials included instruction of isolated letters and pictures that target that letter. However, not all of the illustrations were engaging. We also noted that the materials did not provide for writing or short stories for the children to read. The teachers' guide was divided into sections with icons that show what each section entails (e.g., teacher activities versus pupil activities), which was helpful. Yet, the teachers' guide had minimal instructions to the teacher (i.e., scripting), which diminished our ability to know what activities were done with each section.

After our initial review, we organized a call with Plan International to address our unanswered questions. From it, we learned that the lesson plans are designed for 90 minutes per day, 5 days a week. Additionally, we learned that the program has been implemented since January 2014 with minimal field-testing, so feedback on the methodology had also been minimal. We did learn that children respond well to the comprehension questions when they turn and talk to a neighbor, but teachers need further assistance in classroom management. During the call, our questions about slates, homework (not given), and ongoing support from coaches were also answered. Most informative was learning that the developers would like to add stories for the children to read, and they would have preferred a longer initial training.

We concluded that we will be informed by the Niger materials, but will not use them. Ultimately, RARA aims to introduce the entire alphabet and expose children to connected text from onset.

ESSPIN English guides. The ESSPIN materials focus on developing teachers' capacity to teach English. ESSPIN does not provide children's materials to read. Instead, the teachers are expected to write poems and text in a common viewable space (e.g., chalkboard) for all to see and interact with.

The ESSPIN materials have been in pilot and revisions for the past few years, and each revision improved their overall appearance. They have been printed on colored paper with watermark photographs in the background and used a horizontal layout with 36 pages for five weeks of instruction in one book. Each term of instruction would require two books, or six books total per year.

The activities were varied and if implemented as written were fun and engaging. For each instructional activity, a short description (e.g., one sentence) and suggested timing was provided to support teachers' implementation. The provided content was primarily songs, short stories, or words that could be displayed in one common place. The minimal amount of instructions encouraged teachers to assume responsibility (e.g., find a picture of a train and place it on the chalkboard). Informal assessment was included in the form of the teacher circulating through the room to monitor understanding.

Overall, the ESSPIN materials appealed to RARA in several ways. One, the layout was attractive and professional. Two, the materials provided creative and engaging activities to develop literacy skills. Three, the instructions had an encouraging, collaborative tone. RARA will adapt some of ESSPIN's approach for its materials.

V. Summary

We reviewed existing reading materials to inform the RARA study in Nigeria, including existing Hausa materials from Nigeria, materials from Niger, and materials to support English literacy acquisition. Among other elements, we examined the content, the language, the activities, and the design to determine how they support Hausa literacy acquisition for children in Primary 2.

This review led to some clear decisions of what to include. We will use existing Hausa picture books and existing Hausa anthologies and aim to give these the positive tone and professional appearance seen in the ESPPIN materials. In addition, the RARA materials will be informed by the content of the existing materials from Niger as well as some of the textbooks from Nigeria.

This review helped to determine the quality of existing materials to support Hausa literacy acquisition in Nigeria. It informed the process of determining which materials are appropriate for use or adaptation for RARA. Ultimately, the review informed the development of materials that are supportive for early literacy acquisition as well as teacher professional development so that more children acquire basic Hausa literacy skills in Primary 2 classrooms.

Annex 1. Template for Materials Review

This template was used to evaluate existing materials for their inclusion of foundational literacy skills.

Hausa Materials Review


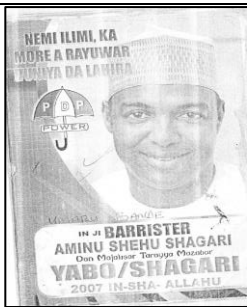


Title

Publisher

Component	Description	Yes (✓)	Comment
phonemic awareness	Alliteration (beginning sounds are repeated)		
phonemic awareness	Assonance (Vowel sounds within the word are repeated)		
phonemic awareness	Consonance (consonants sounds within the word are repeated)		
phonological awareness	Poetry / rhymes are provided		
alphabetic principle	Upper and lower case letter shown		
alphabetic principle	Letters arranged alphabetically		
alphabetic principle	Letters appear to be arranged by some other means (frequency, ease of production, related to the content)		
alphabetic principle	Letters shown to combine to form a syllable		
alphabetic principle	Word parts broken to show syllables for word reading		
accuracy/ fluency	Words seen in isolation are seen in sentences		
accuracy/ fluency	Sentence length _____ number of word		
accuracy/ fluency	Paragraphs have repetitive sentence structure: I like milk; I like rice; I like mangoes. What foods do you like?		
vocabulary	Individual images next to words to support vocabulary development		

Component	Description	Yes (J)	Comment
vocabulary	Word choices are basic, everyday words (Tier 1)		
vocabulary	Word choices have high utility, useful across domains, multiple meanings (Tier 2)		
vocabulary	Word choices are domain specific (Tier 3)		
comprehension	fiction		
comprehension	non-fiction (information)		
comprehension	folk		
comprehension	mystery		
comprehension	biographical		
comprehension	Questions to correspond to passages or stories		
comprehension	Explicit questions (What colour is her bag?)		
comprehension	Opened-ended questions (Why might she be using a green bag?)		
comprehension	Questions encourage a prediction		
comprehension	Questions encourage an evaluation (Did the character make a wise choice?)		
comprehension	Questions encourage a connection (Has something like this ever happened to you?)		
comprehension	Inferential questions (Possibly connect various points of information to answer)		
grammar	Gender explicitly taught		
grammar	Vowel length explicitly taught		
grammar	Plurals explicitly taught		

Annex 2. Hausa Textbooks from Nigeria

Title / Series Author / Publisher	Comments on Content and Design	Book Cover
Mu Fara Karatu Liman Muhammad Longman	<ul style="list-style-type: none"> Primer of letters and simple words. Stamped by Sokoto State Government. 	
Nemi Ilimi, Ka More A Rayuwar Duniya Da Lahira	<ul style="list-style-type: none"> Primer of letters, syllables, and simple word lists, progressing to stories with questions in the second and third books. 	
Koyon Karatu Series 1, 2, 3 Sadiq Muhammed; Dan'Azumi 'Yantandu, Kano City Huda-Huda Publishing Company 1998	<ul style="list-style-type: none"> Primer with letters, syllables, and word lists. Levels 2 and 3 are progressively more difficult/have more text and exercises. Paper is thin; images and text visible on both sides of paper; images are clipart. 	
Ka Koyi Karatu series 1, 2, 3, 4, 5, 6 Muhammad Ingawa, Jean Boyd NNPC (National Population Council) 2007	<ul style="list-style-type: none"> A variety of stories written to a theme (e.g., employment). Cover and inside paper thin, not durable. Unsure of origin. Copyright 1972, updated 2007. See additional comments in Annex 9. 	

Annex 3. Materials Noted by P1–P3 Teachers in Focus Groups Conducted by USAID





Sokoto (Titles arranged alphabetically)

- Elliya Dan Mai Karfi
- Esd zkesikesuyo
- Gogan Naica
- Jiki Magay
- Ka Koyi Karatu
- Kakayi Karatu
- Learn How to Read (Books 1, 2, 3)
- Magana jair
- Magana Jarice
- Magena Jarice
- Na Daya. Ar
- Wasan Marafa
- Other: a book on reading and alphabet
- Other: “Play well” methods such as drama

Bauchi (Titles arranged alphabetically)

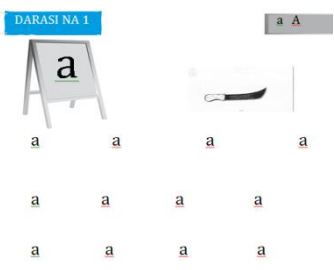
- Adabi
- Adabi a Sauka ke
- Baba da Inna
- Baba Luna
- Dadi Hausa
- Hausa a Saukake
- Hausa Asaukake
- Ica Koyi Karatin (R)
- Ica Kuyi Icavatu, 1-5
- Ka Koyi Kara tu
- Ka Koyo Lissafi (Makis)
- Kakoyi Karatu
- Kia Koyi Lissafi
- Koyi Karatu
- Koyon Karatu a Sauwake
- Magana Jari
- Magana Jeri
- We adabi and Jagoran Malami

Annex 4. Miscellaneous Hausa Materials Reviewed from Niger

Title / Series Author / Publisher	Comments on Content and Design	Book Cover
Kacici-Kacici SIL Niger	<ul style="list-style-type: none"> Riddles. Bilingual. Hausa and French on the same page. Would require dialect modifications. 	<p>Kacici-kacici</p>  <p>SIL Niger</p>
Damisa da Kunkuru (Leopard and the Tortoise) SIL Niger	<ul style="list-style-type: none"> Folktale. Hausa and French on cover. Hausa text only inside book. Use as independent reading for upper primary and a read aloud for lower primary. Would require dialect modifications. 	<p>Damisa da Kunkuru</p> <p>Tarihi bisa abinci mai gina jiki</p> <p>Le Léopard et la Tortue</p>  <p>SIL Niger</p>
Jagoran Malami domin littafin Ina koyon karatu da rubutu SIL Niger	<ul style="list-style-type: none"> Teacher manual with content for 45 lessons. No specific instructions. Lessons 1-8: vowels. Lesson 9: consonants, syllables, and words introduced. Lesson 10: sentence introduced. Would require dialect modifications. 	<p>Jagoran malami domin littafin Ina koyon karatu da rubutu</p> <p>KARATU DA RUBUTU</p>  <p>SIL Niger</p>
Ina koyon karatu da rubutu (I'm learning literacy) SIL Niger	<ul style="list-style-type: none"> Primer for pupils related to the teachers' guide described in the above row (Jagoran Malami domin littafin Ina koyon karatu da rubutu) Font size about 12 point. Too small for beginning reading. Individual words support by images approximately one inch by one inch in size. 	<p>Ina koyon Karatu da rubutu</p>  <p>SIL Niger</p>

Annex 5. Lesson from Niger Developed by Plan International

This is a translation of Hausa Lesson 3.

Item	Teacher Instructions or Content	
Focus Letters	u k	
Review	Read the words Kaka, Aka, Akka, Kakka Who Wants to start? Ok start! Who else? Ok start!	
Letter Sounds	Picture of a tree (kuka) Look: What do you see? Say: Kuka. Ku fadi kuka fada-fada (Say kaka syllable by syllable) Which is the first syllable? Say ku one after the other.	Say ku and drag the last sound. What sound are you dragging? Say u one after the other. Find words with the sound u. Where did you hear u? Middle, beginning or end? Find words that begin with u. Find words that have u in the middle.
Letter Writing	Say kuka. Look I will write it. Point to it as you read. Ku gayi kaka fada fada(say kaka syllable by syllable?) Look, I will write it fada-fada. Ku fadi don mi? Look at u. What is its sound? What is its name? Quickly look for u. Let's learn to write u together.	Write u on the board. Write many u's on the small board. U can be written like this U. Look for u quickly. Let's learn to write U together. Write u on the board. Write many u's on the small board. Write u and then k. Read them. Write k and then u. Read them.
Syllables	Read one after the other. Cin gyara (NB: Do not know meaning). I will say and you will write.	Listen to the words we will write. Everyone write on your board shown on the board (u k a u kuka, aku, kuku, uku).
Comprehension (Read Alouds)	I will read you a kissa (story/passage) Listen carefully so you can answer some questions. Ok! Listen! I will read it again! What is this story about?	Who are the characters in this story? What happened in this story? When and where? Translate these words (NB: Not sure of the words that the teacher uses here.)
Reading	Open your books to page____. Everyone should read silently. Understanding characters. Meaning of words.	Karatu Karara (N.B., Read as a whole?) Read one after the other. Share your understanding.

Annex 6. Template for Reviewing Read Aloud Sources



This template was used to evaluate existing materials' potential to be used in teacher read alouds for RARA.



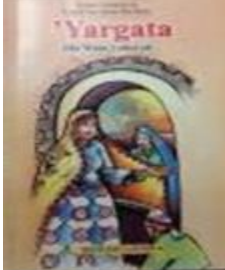
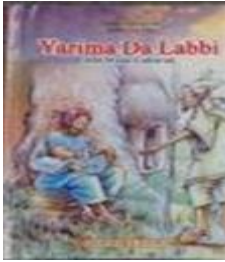
Hausa Sources for Read Alouds

Book title	Publisher	Publication year
Story title		
Number of pages	Approximate number of words	
Please read the story - Please read the story - Please read the story		
Write a short description of this story		
Is this story appropriate for children in the 6-9 age range? Why or why not?		
Does this story have illustrations to accompany it? If yes, please describe them.		
What is the genre of this story? (e.g., biography; fiction; folktale; historical; modern; mystery)		
What is the problem and solution in this story?		
Is the language appropriate for children in the 6-9 age range? Why or why not?		
Examples of word choices that are basic, everyday words		
Examples of word choices that have high utility, useful across domains, multiple meanings		
Examples of word choices that are domain specific		
Are there questions that accompany the story? If yes, please describe in the next rows.		
Explicit questions (What color is her bag?)		
Opened-ended questions (Why might she be using a green bag?)		







Other comments about this story:

Annex 7. Read Aloud Potential—Anthologies


Title Author / Publisher	Comments on Content and Design	Book Cover
Al'ajabi Bukar Usman Gidan Dabino Publishers 2005	<p>Five of the 10 stories were found appropriate for a detailed review.</p> <ul style="list-style-type: none"> Biri Sarkin Varna Kunkuru Mai Kwabbai Al'ajabi Sihirtaccen Kurege Mugun Nufi <p>Contains multiple genres, including dramatic fiction, fiction, folktale, historical, and mystery. The stories have messages that are not culturally compliant. Some of the stories portray behaviour (e.g., cheating) that is inappropriate for early grades.</p> <p>Conclusion: Does not meet read aloud criteria.</p>	No image available
Dankutungayya Bukar Usman Gidan Dabino Publishers 2005	<p>Seven of the 11 stories were found appropriate for a detailed review.</p> <ul style="list-style-type: none"> Xankungayya Arxo da Ndaffiwa Kurege da Kura Janniya Marowata Wata Marainiya Mai Turmi Nasiru da Nasiru. <p>The stories are interesting, dramatic, and used common words.</p> <p>Conclusion: Meets read aloud criteria. Recommended.</p>	
Duguli Dan Bajinta Bukar Usman Gidan Dabino Publishers 2005	<p>Four of the 10 stories were found appropriate for a detailed review.</p> <ul style="list-style-type: none"> Duguli Dan Bajinta Attajirin Kauye Tsurondi Taure da Kurege <p>Contains multiple genres, including biography, folktale, historical, and mystery. Most are not sequentially arranged and the lesson (i.e., moral) encourages the children to learn tricks of cheating that are inappropriate for the early grades.</p> <p>Conclusion: Does not meet read aloud criteria.</p>	
Jarumin Sarki Bukar Usman Gidan Dabino Publishers 2005	<p>Two of the 10 stories were found appropriate for a detailed review.</p> <ul style="list-style-type: none"> Cilakowa da Kodokodo Kishiyoyi biyu <p>The stories do not have illustrations that are connected to the real life for pupils in the early grades. Nor do the stories capture the interest of children within the early grades.</p> <p>Conclusion: Does not meet read aloud criteria.</p>	

Title Author / Publisher	Comments on Content and Design	Book Cover
Marainiya Bukar Usman Gidan Dabino Publishers 2005	<p>Four of the 10 stories were found appropriate for a detailed review:</p> <ul style="list-style-type: none"> Kura da Zomanya Mace Mai Ciki Kurege da Kura 'Yan Mata Masu Kamun Kifi <p>The content of the stories is inappropriate for pupils in the early grades.</p> <p>Conclusion: Does not meet read aloud criteria.</p>	
Muguwar Kishiya Bukar Usman Gidan Dabino Publishers 2005	<p>Four of 10 stories were found appropriate for a detailed review:</p> <ul style="list-style-type: none"> Muguwar Kishiya 1 Muguwar Kishiya 3 Muguwar Kishiya 2 Kurege da Kura <p>The book has multiple genres including fiction, folktale, and mystery. The content of the stories is inappropriate for pupils in the early grades.</p> <p>Conclusion: Does not meet read aloud criteria.</p>	No image available
Tsurondi Bukar Usman Gidan Dabino Publishers 2005	<p>Five of the 10 stories were found appropriate for a detailed review:</p> <p>All five stories were considered appropriate. They include developmentally appropriate words and sentences. They also have common words that the children can relate with.</p> <p>Conclusion: Meets read aloud criteria. Recommended.</p>	
'Yargata Bukar Usman Gidan Dabino Publishers, 2005	<p>The book contains 10 stories, two found appropriate for a detailed review.</p> <p>The language was considered inappropriate for the target age range.</p> <p>Conclusion: Does not meet read aloud criteria.</p>	
Yarima da Labbi Bukar Usman Gidan Dabino Publishers, 2005	<p>Three of the 10 stories were found appropriate for a detailed review:</p> <ul style="list-style-type: none"> Yarima da Labbi Kura da Kurege Rimi da 'Yar' amana <p>The stories do not have a problem and solution story structure that is connected with the sequence for read aloud.</p> <p>Conclusion: Does not meet read aloud criteria.</p>	

Annex 8. Read Aloud Potentials—Picture Books

Title/Author/Publisher	Comments on Content and Design	Book Cover
<i>Fatima Ta Iya Kirge</i> (Fatima Can Count) Karon Harden STELLAR American University of Nigeria	Contains episodes that are clear and relevant to the experiences of the children. Hausa needs to be standardized. Conclusion: Recommended.	 Karon Harden Marubuciya Fatima El Hussein Mai Passara
<i>Kayan Lambu, Kayan Lambu</i> (Veggie Veggies) Aisha Babangida STELLAR American University of Nigeria	Appropriate for farm theme It has related illustrations. Adaption: The boy should have a male friend. Hausa needs to be standardized. <ul style="list-style-type: none">599 words pages1-4 105 wordspages 5-11 146 wordspages 12-16 139 wordspages 16-20 84 wordspages 21-24 125 words Conclusion: Recommended.	 Aisha Babangida Marubuciya Aminu Sani Mai Passara
<i>Kwado Ya Tafi Birni</i> (Froggie Goes to Town) Mustafa Kalkal STELLAR American University of Nigeria	Aligned with transportation theme. It uses simple and precise sentences and appropriate illustrations. Hausa needs to be standardized. <ul style="list-style-type: none">200 wordspages 1-6 92 wordspages 7-13 100 words Conclusion: Recommended.	 Mustafa Kalkal Mai Passara
<i>Makwadaicin Mangwaro</i> (Mango Mania) Aisha Alhassan Bakari STELLAR American University of Nigeria	Aligned with family, health, and trade themes. It has simple sentences, words, and attractive illustrations. Hausa needs to be standardized. <ul style="list-style-type: none">521 wordspages 1-4 92 wordspages 5-7 84 wordspages 8-10 98 wordspages 11-12 74 wordspages 13-15 120 words Conclusion: Recommended.	 Aisha Alhassan Bakari Marubuciya Khalid Dahiru da Oluwadamilare P. Bankole Mai Passara
<i>Na Ga Wutsiya</i> (I See a Tail) Hasiya Ahmed Gangwaso STELLAR American University of Nigeria	It is not related to the RARA themes. It is inappropriate for a read aloud. The Hausa needs to be standardized. Conclusion: Not recommended.	 Hasiya Ahmed Gangwaso Mai Passara
<i>Wane ne Ya Nitsar da Kwale-Kwale</i> (Who Sank the Boat) Amir Ibrahim Hassan STELLAR American University of Nigeria	Appropriate for market /transportation theme. Related illustrations. Encourages children to argue with reason. Adaption: Pig changed to something acceptable, possibly a sheep. Hausa needs to be standardized. <ul style="list-style-type: none">192 wordspages 1-6 92 wordspages 7-13 100 words Conclusion: Recommended.	 Amir Ibrahim Hassan Mai Passara

Annex 9. Read Aloud Potential—Series Books

Book Information	
Ka Koyi Karatu series books 1, 2, 3, 4, 5, 6 Muhammad Ingawa, and Jean Boyd NNPC (National Population Council), 1972, 2007	
Book Number & Genres	Comments on Content
Book 1 Fiction, Folktale	The content is primarily descriptive sentences. They are not stories. Conclusion: Book 1 does not meet read aloud criteria.
Book 2 Fiction, Folktale	The content is primarily descriptive sentences and not stories. Conclusion: Book 2 meets read aloud criteria.
Book 3 Biography, Dramatic, Fiction, Modern,	Nine of the 18 stories reviewed. The stories could be read in a few readings. They are sequential and have related illustrations. Seven are appropriate for the context: <ul style="list-style-type: none"> • Makaho Mai Fitila • Kurege da Bushiya • Gargaxi Ga Danmakaranta • Kare da Kura da Damo • Rai Yafi Dukiya • Dila da Zalve • Ungulu da Shaho • Yi Takatsantsan Da Duniya • Hana Wani Hana Kai Conclusion: Book 3 meets read aloud criteria.
Book 4 Dramatic, Fiction, Folktale, Historic	All 14 stories reviewed. Only four are appropriate for the RARA context: <ul style="list-style-type: none"> • Veran Birni da Veran Daji • Alheri Yafi Mugunta • Kome Ka Samu Gode Allah • Hankaka Mai Hikima Conclusion: Book 4 does not meet read aloud criteria.
Book 5 Folktale	All stories reviewed. Only four are appropriate for the RARA context: <ul style="list-style-type: none"> • Bala Da Babiya Sun Tafi Bunjuku • Labarin Wata Giwa Da Maxinki • Labarin Gafiya Wadda Ta Saci Raqumi • Takin Dabbobi Conclusion: Book 5 does not meet read aloud criteria.
Book 6 Fiction, Folktale	All stories reviewed. Only one is appropriate for the RARA context: <ul style="list-style-type: none"> • Atuni Diddara Conclusion: Book 6 does not meet read aloud criteria.

Annex 10. Read Aloud Potential—Various Sources

Title – Author – Publisher	Comments on Content
Da Karatu Akan Zama Malam Book 1 Alhaji Muhammad Aliyu Jega	Contains stories that are appropriate for the target group. Conclusion: Meets read aloud criteria.
Da Koyo Kan Iya Book 1 Ibrahin Yaro Yahaya, Yunusa Yusufa University Press PLC, Ibadan 2011	Contains pictures, short sentences, and some stories that are appropriate for the early grades as supplement to balanced literacy program. Conclusion: Does not meet read aloud criteria.
Da Koyo Kan Iya Book 2 Ibrahin Yaro Yahaya. Yunusa Yusufa University Press PLC, Ibadan, 2011	Contains short stories appropriate for the upper grades. Conclusion: Does not meet read aloud criteria.
Da Koyo Kan Iya Book 3 Ibrahin Yaro Yahaya, Yunusa Yusufa University Press PLC, Ibadan, 2011	Contains short stories appropriate for the upper grades. Conclusion: Does not meet read aloud criteria.
Girman kai Rawanin T siya NNPC, 2012	Contains dramatic fiction that is inappropriate for the early grades. Conclusion: Does not meet read aloud criteria.
Iliya Xan Mai Qarfi (cikin zane-zane) NNPC, 2011	Contains an engaging adventure. The content is inappropriate for early grade pupils. Decision: Does not meet read aloud criteria.
J.N Hare G. Whittan NNPC, 2011	Contains stories that are sequenced, but does not meet other criteria of selection. Conclusion: Does not meet read aloud criteria.
Jaroran Nahawun Hausa Neil Skinner, Ibrahim Yaro Yahaya NNPC, 2012	Contains parts of speech, punctuation, and sentences. The book is useful for its purpose but is inappropriate for the early grades. Conclusion: Does not meet read aloud criteria.
Kalala da kalatu NNPC, 2011	Contains an engaging drama that has potential for a read aloud. The content is inappropriate for early grade pupils. Conclusion: Does not meet read aloud criteria.
Koyon Karatu Book 2 Gidado Bell Akko Huda-Huda Publishing Company, 1998	Contains dramatic stories with simple language and vocabulary. The stories reviewed are: <ul style="list-style-type: none"> Gemu baya hana ilimi Maganin maza Amma shi Zakaran fa Kafi kowa Conclusion: Meets read aloud criteria.
Title – Author – Publisher	Comments on Content
Littafin Hausa don Makarantun Firamare Book 1 A.G Wurma Evans Brothers Limited	Contains pictures, letters, and syllables. Conclusion: Does not meet read aloud criteria.
Littafin Hausa don Makarantun Firamare Book 1 A.G Wurma Evans Brothers Limited	Contains activities for syllable reading. Conclusion: Does not meet read aloud criteria.
Magana Jari Ce Abubakar Iman NNPC, 2007	Contains several adventure stories appropriate for the upper grades. Conclusion: Does not meet read aloud criteria.

Title – Author – Publisher	Comments on Content
Mu Fara Karatu Liman Muhammadu Longman Nigerian PLC	Contains pictures, letters, and syllables. Conclusion: Does not meet read aloud criteria.
Musha Dariya Book 1 Kabiru Yusuf Anka Gimbiyya Publishers, 2013	Contains dramatic fiction has content that is inappropriate for pupils in the early grades. Conclusion: Does not meet read aloud criteria.
Qarami da Gyare Mustafa Bello Marka; Muhammadu Buhari Gashingo Book Publishers, 2010	Story about children and their daily life. It has good sequence, beginning, middle, and end. Conclusion: Meets read aloud criteria.
Qaramin Sani Kukumi Book 1 NNPC, 2011	Contains engaging dramatic fiction, folktale, and historic stories. Content is inappropriate for pupils in the early grades. Conclusion: Does not meet read aloud criteria.
Qaramin Sani Kukumi Book 2 NNPC , 1972	Contains an engaging collection of dramatic, fiction, and historic stories. Content is inappropriate for pupils in the early grades. Conclusion: Does not meet read aloud criteria.
Ruwan Bagaja Book2 NNPC, 2011	Contains a drama that is inappropriate for early grades. Conclusion: Does not meet read aloud criteria.
Ruwan Bagaja Book 1 NNPC, 2011	Contains a single story. The sequence, message, and characters used are appropriate. It is too long of story to read in one setting in the early grades. Conclusion: Meets read aloud criteria.

Annex 11. References

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